

**Directory of Test Specifications
and Sample Items
for the
Elementary School Proficiency Assessment
(ESPA)
in
SOCIAL STUDIES**



May 1999

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for the
Elementary School Proficiency Assessment (ESPA)
in
SOCIAL STUDIES**

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ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT

GRADE 4 — SOCIAL STUDIES

INTRODUCTION

In May 1996, the New Jersey State Board of Education adopted *Core Curriculum Content Standards* that define New Jersey's expectations for student learning. The standards were developed by a statewide panel of representatives from education, business, industry, and the interested public. These representatives participated in a two-year process to develop the core standards in seven content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages

In addition, all areas of instruction include the following cross-content workplace readiness standards:

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical-thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

Since public education must prepare all students for the world of work, all content areas need to address these cross-content workplace readiness standards.

To gauge student progress toward meeting the Core Curriculum Content Standards, the New Jersey State Department of Education is developing a comprehensive set of assessments that measure knowledge and skills at grades four, eight, and eleven. The Elementary School Proficiency Assessment (ESPA) is a component of the state's new assessment program which also includes the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA). Since not every standard can be assessed through a statewide, standardized, written examination, individual districts will be involved in measuring the attainment of some performance expectations outlined in the standards.

This *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA) in Social Studies* is a companion document to the New Jersey State Department of Education's *Core Curriculum Content Standards*, 1996, and the *New Jersey Social Studies Curriculum Framework*, 1999.

This Directory of Test Specifications consists of content/skill outlines, a test matrix, scoring rubrics, and sample items. All of these components were developed by the ESPA Social Studies Content Committee. This committee is composed of sixteen New Jersey educators (see listing of names and

affiliations on page 3) nominated by administrators for their subject expertise. The committee met for four weeks during the summer of 1998 and have continued to meet regularly. The committee members relied upon their expertise to design a test that is universally accessible to all fourth graders and is composed of test questions that are age- and grade-appropriate.

Curriculum specialists and teachers may use these specifications, along with the *New Jersey Social Studies Curriculum Framework* and the standards themselves, to improve instruction at the district, school, and classroom levels.

CORE CURRICULUM CONTENT STANDARDS IN SOCIAL STUDIES

The Core Curriculum Content Standards in Social Studies (see page 51) reflect the belief that all students can acquire an understanding of fundamental knowledge and principles and develop skills in social studies. These standards emphasize that learning is a progressive activity that begins in kindergarten and continues throughout a student's education in the public schools. They include cumulative progress indicators for three grade levels (fourth, eighth, and twelfth) to inform all teachers about what their students should know and be able to do at these grade levels. Social Studies standards include fundamental concepts in civics, history (including economics), and geography.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT CONTENT/SKILL OUTLINES

The ESPA Social Studies test assesses skills and knowledge that students should acquire from kindergarten through grade four and that they will need as prerequisites for learning in later grades. The ESPA content/skill outlines define the boundaries of the content and skills that will appear on the test. The outlines do not set limits on instruction. Rather, the content/skill outlines indicate to teachers what their students should know by the end of grade four to have a comfortable testing experience.

The content/skill outlines are divided into three parts—macro statements, knowledge statements, and skill statements. A “macro statement” is an interpretation of the Core Curriculum Content Standard as it applies to K-4. “Knowledge statements” delineate the content domain of the macro statement based on the standard's cumulative progress indicators. The “skill statements” indicate the skills that students need in order to demonstrate their understanding of the knowledge statements.

ESPA Social Studies Content Committee Members

Name	School District/Affiliation*
Paul Cohen	East Brunswick
Beverly A. D'Amico	Madison
Sharon C. Devlin	South Plainfield
Christina J. Dunne	Caldwell-West Caldwell
Gretchen Evigan.....	Piscataway
Diane C. Jannuzzelli	Roselle Borough
Arlene Jenkins.....	Millville
Robin Haskell McBee	Rowan University
Erik A. Mollenhauer	Educational Information and Resource Center
Deborah L. Mongiardo	Washington Township (Gloucester County)
Susan Palmer	Colts Neck
Maria V. Palumbo	Hamilton Township (Mercer County)
Tamela Raye Pittaro	Upper Township
Charlotte S. Sliver	Great Meadows Regional
Eileen M. Sudock	Edison
Rita Walker	Alpine
Ellen Wehrman	Bordentown Regional
John F. Khanlian (Consultant/Facilitator)	NJ Department of Education

*NOTE: Most of the above individuals are active members of the New Jersey Council for the Social Studies, New Jersey Geographic Alliance, and/or other professional associations related to this content area.

TEST PLAN

Grade K-4 Social Studies Assessment

STATEMENT OF INTENT

Thematic Focus

The ESPA social studies assessment for grades K-4 focuses on major themes. The following key concepts have been identified as central to the ESPA social studies test content specifications:

- Conflict and Cooperation (war, political groups, gender, and prejudice)
- Movement and Social Change (migration, immigration, population, agriculture, and urbanization)
- Democracy and Government (civics and economic decisions/policy)
- Culture (humanities, family, and community)
- Economic and Technological Change (communication, transportation, invention, and the industrial age)

Where possible, themes should be assessed across time periods, with the contemporary world used as a reference. Emphasis should be put on:

- people (biographies),
- key events or turning points, and
- the stories of history

which capture the imagination and interest of elementary school students.

Note: **Examples** included throughout this document (in the knowledge/skills specifications and as sample test questions) are illustrative and should not be considered exhaustive.

Content related to and/or illustrative of the identified themes should be drawn from the following time periods (as delineated in the Content Standards 6.3-6.6):

WORLD HISTORY

- *The Age of Global Encounters* →1700
- *The Modern World*

AMERICAN HISTORY (with infusion of New Jersey content)

- *The Colonial Period* →1763
- *The Revolution & Early National Period* →1820
- *The Age of Civil War and Reconstruction* →1870
- *Industrial America and Era of World Wars* →1945
- *The Modern Age*

The ESPA social studies committee feels strongly that for the assessment of elementary school students:

- Short-lived memorization and recall of dates and details of time should be minimized.
- Where possible, time periods should not be treated in isolation but rather used to compare and contrast with present-day life and issues, and/or to serve in illustrating the major themes.

ESPA Social Studies Operational Test Design/Format

Time: The total time for the operational test will be 70 minutes, comprising two timed sections, one of 32 minutes and the other 38 minutes in length. Testing time will be adjusted as field test items are included in a test form.

Question Types: The test consists of 3 open-ended (OE) questions and 46 multiple-choice (MC) questions. One open-ended question is included for each of the three broad content areas included on the test matrix: Civics, History (including economics), and Geography. The content and skills tested in the multiple-choice items is reflective of the weighting given to the cells of the test matrix, with sufficient items/score points to allow for cluster-level reporting in both content and skills.

Scoring: Each multiple-choice item is worth 1 point. Each open-ended question is worth 3 points on a 0-to-3-point generic rubric and specific scoring rubrics. The test, therefore, has a maximum of 55 possible raw score points.

Format: Part I of the test (32 minutes) contains 1 open-ended item and 24 multiple-choice questions. Part II (38 minutes) contains 2 open-ended items and 22 multiple-choice questions.

TEST SECTION	TIME	#OE	#MC	MAX. PTS.
Part I	32 min.	1	24	27
Part II	38 min.	2	22	28
<hr/>				
Total Test	70 min.	3	46	55

Administration: The ESPA test for Social Studies is taken by New Jersey students in the fall of their 5th-grade year.

K-4 SOCIAL STUDIES KNOWLEDGE & SKILLS MATRIX

	Knowledge and Comprehension 36%	Critical Thinking and Application 44%	Interpreting Information and Using Visuals 20%
CIVICS 20% of Test	8 – 10%	7 – 9%	3 – 5%
NJ, U.S., and WORLD HISTORY 45% of Test	17 – 19%	21 – 23%	3 – 5%
GEOGRAPHY 35% of Test	7 – 9%	14 – 16%	12 – 14%

Content Clusters

Civics (1 OE + 8 MC = 11 points)

History (1 OE + 22 MC = 25 points)

Geography (1 OE + 16 MC = 19 points)

Skills Clusters

Knowledge/Comprehension (20 points)

Critical Thinking/Application (24 points)

Interpreting Information/Visuals (11 points)

GENERIC SCORING RUBRIC

Score-Point Description

3 Point Scale

- 3** A response at this level demonstrates good understanding of the content or concepts. The response will be complete and accurate, although minor errors may be present. Explanations, if required, will be clear, complete, and generally accurate. The response will exhibit valid logic and reasoning. The development of ideas is sufficient to demonstrate understanding.
- 2** A response at this level demonstrates some understanding of the content or concepts. The response will be partially accurate but incomplete. Explanations, if required, will be somewhat unclear or inadequately developed. Some evidence of logic or reasoning may be present, but it will be incomplete or partially flawed. The development of ideas will reveal partial understanding.
- 1** A response at this level demonstrates minimal understanding of the content or concepts. The response will be largely inaccurate and incomplete. Explanations, if required, will be exceedingly vague and/or inaccurate. Logic or reasoning, if in evidence, will be exceedingly simplistic and/or seriously flawed. The response will typically exhibit minimal development.
- 0** Not Scorable (e.g. no response; fragment response insufficient to score; response off topic; response not written in English).

CONTENT/SKILL OUTLINES

MACROS

Knowledge and Skills

Code for the Macros on following pages:

First character (a “4”) refers to the 4th grade test (ESPA);

Second character (a “6”) refers to the New Jersey core content standards, for which social studies are all #6;

**Third character refers to the content cluster
(C=Civics; H=History; G = Geography);**

Fourth character (a letter) refers to the specific Macro within that content cluster.

MACRO Identify key symbols, documents, principles, and beliefs that represent the constitutional system of our democratic government.

KNOWLEDGE ELEMENTS

Students Will Know:

1. The U.S. Constitution is a living document that provides a basic plan for our federal government; each of the three branches of the state and federal government has a function; and the three branches of government check and balance each other and are limited in their powers.
2. The U.S. Constitution protects individual rights and promotes the common good.
3. Key principles of American democracy include: individual rights (life, liberty, and the pursuit of happiness); the promotion of the common good; the right to justice; and equality of opportunity.
4. The U.S. Constitution is the highest law of the land.
5. Rules and laws also come from state and local governments.
6. There are key documents such as the Declaration of Independence, NJ and U.S. Constitutions, and the Bill of Rights which embody democratic principles and beliefs.
7. There are symbols of these American principles, e.g., the flag, the Statue of Justice, the Statue of Liberty, the Pledge of Allegiance, and the national anthem.

SKILLS

Students Will Be Able To:

1. Explain how the U.S. Constitution is a living document.
2. Explain how the U.S. Constitution is the plan for our federal government.
3. Identify the three branches of our federal government.
4. Explain the purpose of each branch.
5. Apply the concepts of checks and balances to the three branches of government.
6. Apply the key principles of American democracy to their daily lives.
7. Identify the U.S. Constitution as the highest law of our nation.
8. Recall that rules and laws also come from state and local governments.
9. Identify key documents, symbols, and oaths, e.g., Declaration of Independence, NJ and U.S. Constitutions, Bill of Rights, NJ and U.S. flags, the American bald eagle, the Pledge of Allegiance, and the Statues of Liberty and Justice.

* [Note: See explanation of coding system on page 11]

MACRO Assess and give examples about a public issue and describe the impact of government policy on their lives.

KNOWLEDGE ELEMENTS

Students Will Know:

1. A public issue is a topic of concern which may lead to or influence government action.
2. A government policy is a form of law that has impact on its citizens.
3. Individuals have personal rights, e.g., to religious freedom; that individuals have political rights e.g., to vote; and individuals have economic rights, e.g., to own property.
4. Individuals have personal responsibilities, e.g., to accept responsibility for the consequences of their actions; and individuals have civic responsibilities, e.g., to communicate with their governmental representatives concerning public issues, and to be informed and attentive to the needs of their community.

SKILLS

Students Will Be Able To:

1. Give an example of a public issue, e.g., children being injured when riding bicycles.
2. Give an example of a government policy (e.g., mandatory helmets for children riding bicycles), tell how it has impact on their lives, and give reasons for or against the policy.
3. Give examples of rights and responsibilities as applied to the classroom/school and community.

* [Note: See explanation of coding system on page 11]

MACRO Learn democratic citizenship through examples taken from the humanities that are representative of various world cultures.

KNOWLEDGE ELEMENTS

Students Will Know:

1. People tell about their lives (experiences and cultures) and learn about others' lives through works of history, literature, and the arts.
2. People from diverse cultures express themselves differently using various means of artistic expression.
3. The arts can be used to influence points of view about public issues and the human condition.

SKILLS

Students Will Be Able To:

1. Examine a work from the humanities/arts and explain how it depicts human experience, e.g., "Washington Crossing the Delaware."
2. Give examples from the arts and humanities of how people from diverse cultures in the United States express themselves, e.g., American Indian sand paintings and Negro spirituals.
3. Examine and describe how creative works depict struggles and triumphs, e.g., Norman Rockwell's "Walking to School" and American Indian totem poles.

* [Note: See explanation of coding system on page 11]

MACRO Demonstrate an understanding of political ideas, events, and people that influenced the history of NJ, the U.S., and the world.

KNOWLEDGE ELEMENTS

Students Will Know:

1. Historical events have cause and effect relationships.
2. Turning points in history have been viewed differently by individuals and groups.
3. Throughout history, standards and conflicts have arisen out of the ongoing struggle for universal human rights.

SKILLS

Students Will Be Able To:

1. Explain the causes and effects of historical events throughout significant time periods, e.g., the signing of the Declaration of Independence/the American Revolution, Louisiana Purchase/Westward Expansion, and school segregation/desegregation (story of Ruby Bridges).
2. Compare differing viewpoints expressed at turning points in history, e.g., Loyalists and Patriots, colonists and American Indians.
3. Give examples of universal human rights e.g., the rights to personal safety, freedom of opinion and expression, and freedom from economic exploitation.
4. Identify the key human rights issues in a passage from historical sources, e.g., speeches, diaries, letters, and editorials.

* [Note: See explanation of coding system on page 11]

MACRO Demonstrate an understanding of institutions and social ideas and forces that have influenced the history of NJ, the U.S., and the world.

KNOWLEDGE ELEMENTS

Students Will Know:

1. Daily life has changed over time.
2. Social institutions include family, religion, and government.
3. Social institutions may or may not adequately meet the needs of people.
4. Events of cruel and inhumane behavior have occurred throughout history.

SKILLS

Students Will Be Able To:

1. Compare and contrast how daily life has changed over time (e.g., occupations, clothing, food, and education), deriving information from reading passages, visuals, timelines, etc.
2. Identify social institutions and explain how they may or may not meet people's needs, e.g., the school and library.
3. Explain how specific historical events or series of incidents serve as illustrations of cruel and inhumane behavior, e.g., treatment of American Indians, immigrants, and enslaved people.

* [Note: See explanation of coding system on page 11]

MACRO Understand that there are many cultures that have influenced the history of NJ, the U.S., and the world.

KNOWLEDGE ELEMENTS

Students Will Know:

1. There are common elements in different cultures.
2. Different individuals and groups have influenced students' daily lives.
3. People from different geographic, cultural, religious, and ethnic backgrounds have different customs and artifacts that reflect their culture.
4. Over time, technology has influenced daily life.
5. Cultural differences cause people to respond to particular events in varying ways.

SKILLS

Students Will Be Able To:

1. Recognize the common elements in different cultures, e.g., family, belief systems, language, social organizations, traditions, artistic expressions, technology, and food.
2. Identify and explain how individuals and groups influence the students' daily lives, e.g., friends, family, and school.
3. Compare artifacts and customs of different geographic, cultural, religious and ethnic groups, e.g., head coverings/hats.
4. Give an example of an invention or technological development and explain how it has influenced daily life, e.g., printing press, cotton gin, Thomas Edison's light bulb, assembly line, hydroelectric power (Paterson Great Falls), and computer.
5. Describe how cultural differences influence the way people respond to historical events, e.g., Columbus's arrival in Hispanola.

* [Note: See explanation of coding system on page 11]

MACRO Understand that throughout history local and global economic systems have produced and distributed goods and services. Within these systems a balance between economic growth and environmental preservation has been an ongoing issue.

KNOWLEDGE ELEMENTS

Students Will Know:

1. The role of money in everyday life as a medium of exchange and a measure of value.
2. The relationship of price to supply and demand.
3. People perform various types of work within our economic system.
4. The differences between wants and basic needs.
5. The concepts of economic growth and environmental preservation and their connection.
6. Goods, services, and economic needs are interdependent.

SKILLS

Students Will Be Able To:

1. Use real life experiences to explain the role of money in everyday life.
2. Recognize the relationship of price to supply and demand.
3. Recognize how various occupations reflect changing needs of society.
4. Identify the differences between wants and the basic needs of food, clothing, and shelter.
5. Explain how economic growth and environmental preservation are related.
6. Give examples of how economic interdependence is part of our daily lives, e.g., the production of/supply chain for sneakers from raw materials to a finished product.

* [Note: See explanation of coding system on page 11]

MACRO Demonstrate geographic understanding by applying spatial concepts and using references and information systems.

KNOWLEDGE ELEMENTS

Students Will Know:

1. Maps and other geographic representations, technologies, and tools are used to gather, process, and report information from a spatial perspective.
2. Spatial concepts of location, distance, direction, scale, region, and movement are tools which enable people to identify patterns to help them understand relationships among places.

SKILLS

Students Will Be Able To:

1. Locate and process information from maps, globes, graphs, diagrams, and computer-based references and information systems.
2. Use spatial concepts to explain geographic factors that influence people's decisions.

* [Note: See explanation of coding system on page 11]

MACRO Use mental maps¹ to organize information about people, places, and environments in a spatial context.

KNOWLEDGE ELEMENTS

Students Will Know:

1. Mental maps serve as the framework for identification of places locally, statewide, nationally, and worldwide.
2. Mental maps approximate size, dimension, and distances of physical and human characteristics.
3. Mental maps can be used to identify the major human and physical characteristics of the world.

SKILLS

Students Will Be Able To:

1. Use a mental map of the world to locate the continents and oceans.
2. Use a mental map of New Jersey and the United States to identify major physical characteristics (e.g., mountains, bodies of water) and human characteristics (e.g., boundaries, cities, and cardinal directions).

¹ “A mental map represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual’s perceptions and attitudes regarding the place.” (National Geography Standards, 1994). “A mental map is our idea of where something is and how to get to it. We all store these geographic images in our minds.” (Journal of Geography)

* [Note: See explanation of coding system on page 11]

MACRO Explain the interrelationship between human systems and the geography of places and regions.

KNOWLEDGE ELEMENTS

Students Will Know:

1. Physical factors (e.g., deserts, mountains, rivers, seas) and human factors (e.g., political boundaries, cultural traditions) influence migration, settlement patterns, and economic activity.
2. Population growth, movement, and distribution are reflections of human events (e.g., social, cultural) and physical events (e.g., flooding, ecological breakdown).
3. Geography influences economic interdependence.
4. There are similarities and differences among rural, suburban, and urban communities and that these communities are interrelated.
5. Global interdependence has occurred because of improvements in technology and human mobility.

SKILLS

Students Will Be Able To:

1. Identify physical and human factors that have influenced migration, settlement patterns, and economic activity in NJ, the U.S., and the world.
2. Use maps to draw inferences based upon analysis of visual information about population.
3. Select an example of geography's influence on global economic interdependence, e.g., the production and consumption of oil or chocolate.
4. Identify similarities, differences, and relationships among rural, suburban, and urban communities, e.g., population density, housing patterns, and transportation networks.
5. Explain and give an example of how technology and human mobility have influenced industry and commerce, e.g., tourism, supermarkets.

* [Note: See explanation of coding system on page 11]

MACRO Understand how the physical environment affects humans and how humans affect the environment.

KNOWLEDGE ELEMENTS

Students Will Know:

1. The characteristics of renewable and nonrenewable resources and their spatial distribution.
2. The role of resources in their daily life.
3. How people depend on, modify, and endanger their physical environment.
4. Natural environmental changes and crises (e.g., floods, tornadoes, earthquakes) can have local-to-global consequences.

SKILLS

Students Will Be Able To:

1. Distinguish between renewable and nonrenewable resources.
2. Use a map to identify resource distribution.
3. Explain how people use resources in their daily lives.
4. Describe ways in which people have depended on and altered the physical environment.
5. Define and give examples of natural environmental changes and crises and how they affect the physical and human environments.

* [Note: See explanation of coding system on page 11]

SAMPLE ITEMS

CIVICS

Multiple Choice Sample Test Questions 46CA*

Grades K-4

KNOWLEDGE #1 and SKILL #1

1. Which of these documents can be amended (revised) to meet the changing needs of the people of the United States?

- ☐ Ⓐ Declaration of Independence
- ☐ Ⓑ Gettysburg Address
- ☒ Ⓒ U.S. Constitution
- ☐ Ⓓ Mayflower Compact

KNOWLEDGE #1 and SKILL #3

2. Which list of people includes someone from each of the three branches of federal (national) government?

- ☐ Ⓐ governor, mayor, councilperson
- ☐ Ⓑ superintendent, principal, teacher
- ☒ Ⓒ president, senator, judge
- ☐ Ⓓ police officer, firefighter, nurse

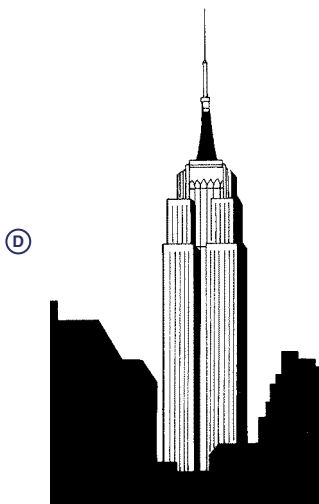
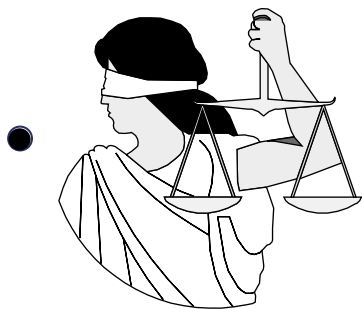
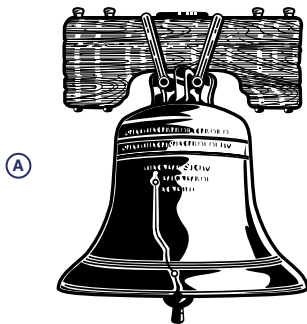
KNOWLEDGE #1 and SKILL #4

3. In order to protect an endangered species, a new law is needed. Which of the following people have the responsibility to propose, debate, and pass a new law?

- ☐ Ⓐ scientists
- ☒ Ⓑ senators
- ☐ Ⓒ governors
- ☐ Ⓓ judges

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #7 and SKILL #9

4. Which of these American national symbols best depicts justice?

KNOWLEDGE #2-6 and SKILLS #6-9

Instructions: Read the following passages and use them to answer questions 5 and 6.

The *Bill of Rights to the U.S. Constitution* says:

“Congress shall make no law...*abridging* the freedom of speech, or of the press... .”

The *New Jersey Constitution* says:

“Every person may freely speak, write and publish his sentiments on all subjects.... No law shall be passed to *abridge* the liberty of speech or of the press.”

[*Abridge* means to limit]

5. The above passages are examples of constitutional protection of our:

- ☐ Ⓐ environment.
- ☒ Ⓑ individual rights.
- ☐ Ⓒ health and safety.
- ☐ Ⓓ private property.

6. Based on the above passages, which of the following statements is true?

- ☐ Ⓐ Citizens in New Jersey have liberties which people in other states do not.
- ☐ Ⓑ There is disagreement between federal (national) law and state law regarding free speech.
- ☒ Ⓒ Freedom of expression is an idea found in both the Bill of Rights and the New Jersey Constitution.
- ☐ Ⓓ The law protects spoken language but not what is written.

KNOWLEDGE #4 and SKILL #3

7. What should good citizens do if they see someone spraying paint on a public school building? They should

- ☐ Ⓐ ignore what they see happening.
- ☐ Ⓑ make a citizen's arrest.
- ☒ Ⓒ tell an adult they know or trust.
- ☐ Ⓓ leave and don't tell anyone.

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #1, 2 and SKILL #1, 2

TAKING A STAND

- 8. There is a New Jersey law that requires bike helmets for those under age 14. The governor would like a law passed which would require people over the age of 14 to also wear helmets when they ride bikes. In a letter to the governor of New Jersey,**

- state your position on the proposed law, and**
- give your reasons for or against this policy.**

BE SURE TO DISCUSS HOW SUCH A LAW WOULD AFFECT SAFETY IN THE COMMUNITY AND THE RIGHTS AND RESPONSIBILITIES OF CITIZENS.

Dear Governor _____:

Scoring Rubric

Criteria: Scores are based on the student's ability to

a) identify individual attitudes and beliefs which influence social decision-making; and

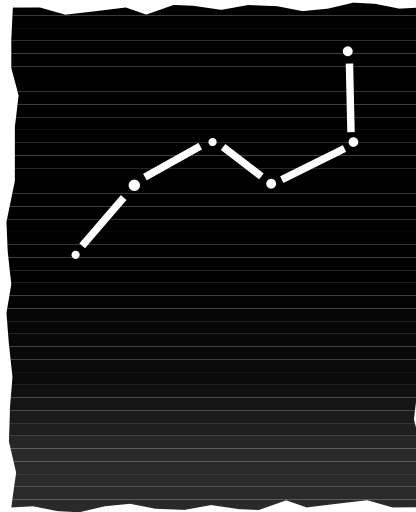
b) discuss the rights and responsibilities of good citizens.

POINTS

3	<ul style="list-style-type: none">• Clearly stated position• Position is supported with details• Demonstrates good level of understanding of issue (e.g. addresses health and safety concerns, rights and responsibilities of citizens)
2	<ul style="list-style-type: none">• Lacks comprehensiveness; only partial explanations• Shows some understanding, but contains minor flaws in reasoning or neglects to address some aspect of the item• Unclear or inadequate development of arguments
1	<ul style="list-style-type: none">• Incomplete response to the item• Minimal understanding of the concept and issues• No position stated, or position taken but not supported with reasons
0	<ul style="list-style-type: none">• Not scorable (see generic rubric on page 10)

KNOWLEDGE #1 and SKILL #3

9. **Directions:** Read the words below taken from a traditional song, and look at the picture. Use these, along with what you already know about history, to answer the question.



*When the sun comes back and the first quail calls, Follow the drinkin' gourd,
For the Ole Man's waitin' for to carry you to freedom...*

*Oh, the riverbank makes a very true road.
Dead trees will mark the way...*

*Where the river ends in between two hills,
Follow the drinkin' gourd.
There the Ole Man's waitin' for to carry you to freedom.
Follow the drinkin' gourd.*

Which people would have sung this song about their struggles and triumphs?

- ☒ **southern slaves escaping north following the Big Dipper**
- ☐ **settlers traveling west in covered wagons**
- ☐ **Native American Plains Indians looking for buffalo**
- ☐ **immigrants crossing the Atlantic Ocean in ships**

* [Note: See explanation of coding system on page 11]

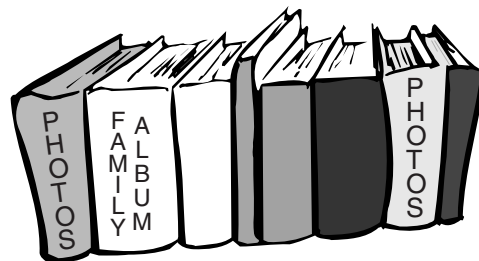
KNOWLEDGE #2 and SKILL #2

10. The totem poles of the American Indians of the northwest coast are similar to family photograph albums today because



A Totem Pole

- tells a family story
- Ⓑ uses animals to tell a story
- Ⓒ tells future plans of the tribe
- Ⓓ uses pictures and words



A Photograph Album

- and... records family history.
- and... uses animals to tell a story.
- and... shows the past and present.
- and... tells a story in pictures.

KNOWLEDGE #1 and SKILL #1

(Note: Item 11 below also addresses 46HA Knowledge #3, Skill #3.)



11. Use the picture above (an artist's depiction of the story of Ruby Bridges) and what you know to complete this statement.

All people in the United States, no matter what race or nationality, have the right to

- (A) a trial by jury.
- (B) own property.
- (C) practice their own religion.
- (D) an equal education.

HISTORY

Multiple-Choice Sample Test Questions 46HA*

Grades K-4

KNOWLEDGE #2 and SKILL #2

- 12. This newspaper headline appeared in the Boston newspapers on December 16, 1773:**

“BRITISH TEA DUMPED IN HARBOR IN PROTEST OF UNFAIR TAXES”

Which person at that time would most likely support this action?

- ☐ Ⓐ the ship’s captain who brought the tea
- ☐ Ⓑ a British soldier who was sent to this country by the king
- ☒ Ⓒ a colonial Patriot who supported independence
- ☐ Ⓓ a colonial Loyalist who supported the king

KNOWLEDGE #1 and SKILL #2

- 13. By sending delegates to the Constitutional Convention, New Jersey took an active role in**

- ☒ Ⓐ forming our new nation’s government.
- ☐ Ⓑ supporting the British.
- ☐ Ⓒ discovering new lands.
- ☐ Ⓓ deciding the location of the nation’s capital.

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #3 and SKILL #4

14. **“We did not ask you white men to come here. The Great Spirit gave us this country as a home. You had yours.... The Great Spirit gave us plenty of land to live on, and buffalo, deer, antelope and other game. But you have come here; you are taking my land from me; you are killing off our game, so it is hard for us to live.”**

— Chief Crazy Horse

What human rights issue is described in the above quote?

- ☐ Ⓐ the right to a free public education
- ☐ Ⓑ the right to have a family
- ☐ Ⓒ the right to work
- ☒ Ⓓ the right to property

KNOWLEDGE #3 and SKILL #2

15. Government provides many different services and projects that people alone cannot afford. Which of the following does our government pay for? The building of

- ☒ **highways**
- ☐ **shopping centers**
- ☐ **restaurants**
- ☐ **amusement parks**

KNOWLEDGE #4 and SKILL #3

16. The Trail of Tears was a forced march where the Cherokee Indians walked 800 miles in the freezing cold from Georgia to Oklahoma. During that march many Cherokee Indians became sick and died.

This forced march is an example of

- ☐ **the search for better farmlands.**
- ☐ **the desire for a better education.**
- ☐ **the need to follow buffalo herds.**
- ☒ **the mistreatment of people.**

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #2 and SKILL #1

17. America was built by many immigrants of different cultures from all parts of the world. What are some common cultural elements that all immigrant groups brought with them to America?

- ☒ **A native language, traditions**
- ☐ **B pets, traditions**
- ☐ **C college education, native language**
- ☐ **D plants, food**

KNOWLEDGE #2 and SKILL #4

18. Which is a present-day example of an invention that has changed the way people work and communicate?

- ☐ **A telegraph**
- ☒ **B computer/modem**
- ☐ **C calculator**
- ☐ **D video game cartridge**

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #2 and SKILL #2

19. A woodworker cuts down a pine tree and uses the wood to make a toy train by hand, which he then sells. Many other people want to buy the woodworker's toy trains. Later he builds a factory to make toy trains. Which of these is most likely to happen as a result of his decision?

- ☐ Ⓐ More toy trains are made and their price goes up.
- ☒ Ⓑ More toy trains are made and their price goes down.
- ☐ Ⓒ Fewer toy trains are made and their price goes up.
- ☐ Ⓓ Fewer toy trains are made and their price goes down.

KNOWLEDGE #1 and SKILL #1

20. Estela has several coins in her hand. What determines how much her loose change is worth?

- ☐ Ⓐ the actual size of each coin
- ☐ Ⓑ the materials the coins are made of
- ☒ Ⓒ the things she can buy with the coins
- ☐ Ⓓ the total weight of the coins

* [Note: See explanation of coding system on page 11]

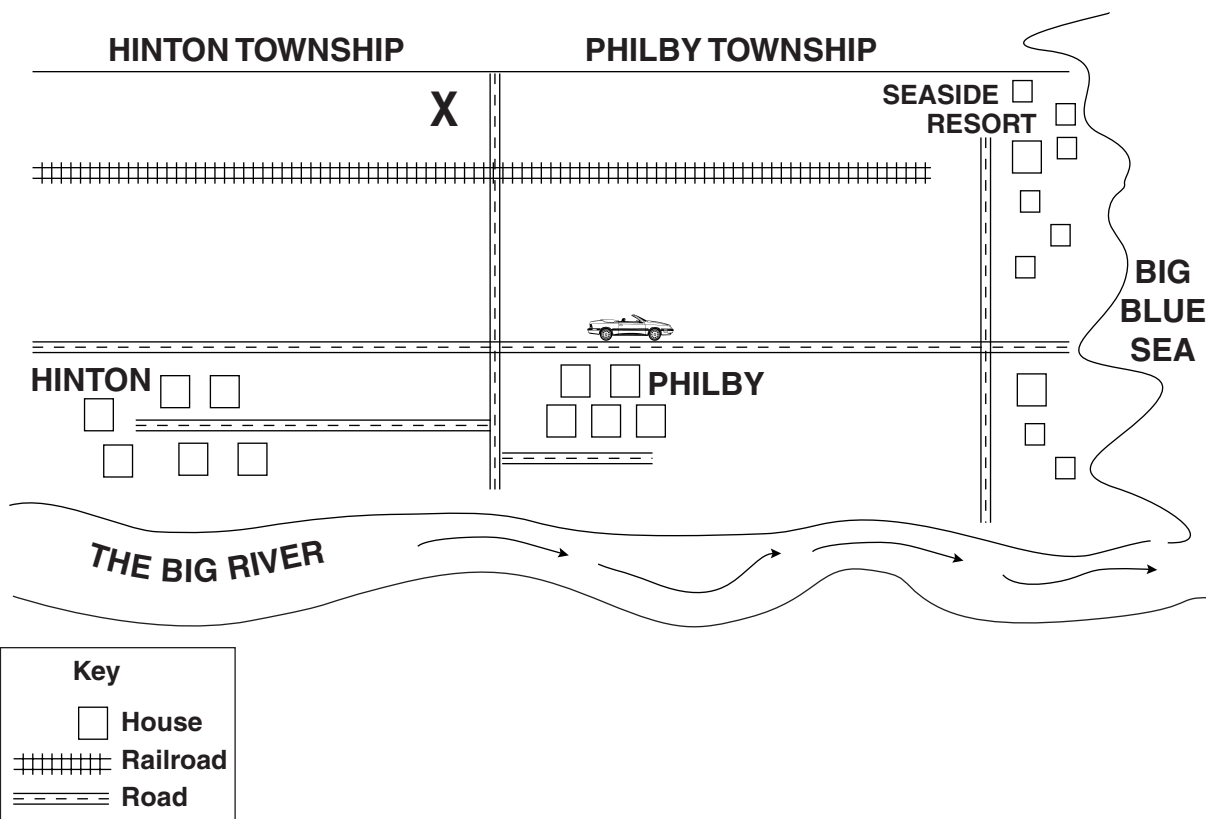
KNOWLEDGE #5 and SKILL #5

21. **Directions:** Read the following story about a public issue. Then use it, with the map and what you already know, to answer the questions.

A NEW FACTORY

The boss of the Heeza Big Cheese Company has come to the townships of Hinton and Philby with a plan to build a factory. The factory will pollute some air and water, but it will also provide many jobs for workers in the region.

A planning committee for Philby and Hinton has decided to allow the factory to be built where "X" is located on the map below.



Based on the information given on the map and what you know, do you agree with the decision on where to build the factory? Write a paragraph in which you

- **state your position, and**
- **give two reasons why you agree or disagree with this location.**

Be sure to support your answer with information in the story and the map, and from what you already know.

[illegible]

Scoring Rubric

Criteria: Scores are based on the student's ability to

- a) use logical reasoning;
- b) support the economic need for the factory AND/OR support the need to protect the environment; and
- c) give two valid reasons for or against building the factory at the location.

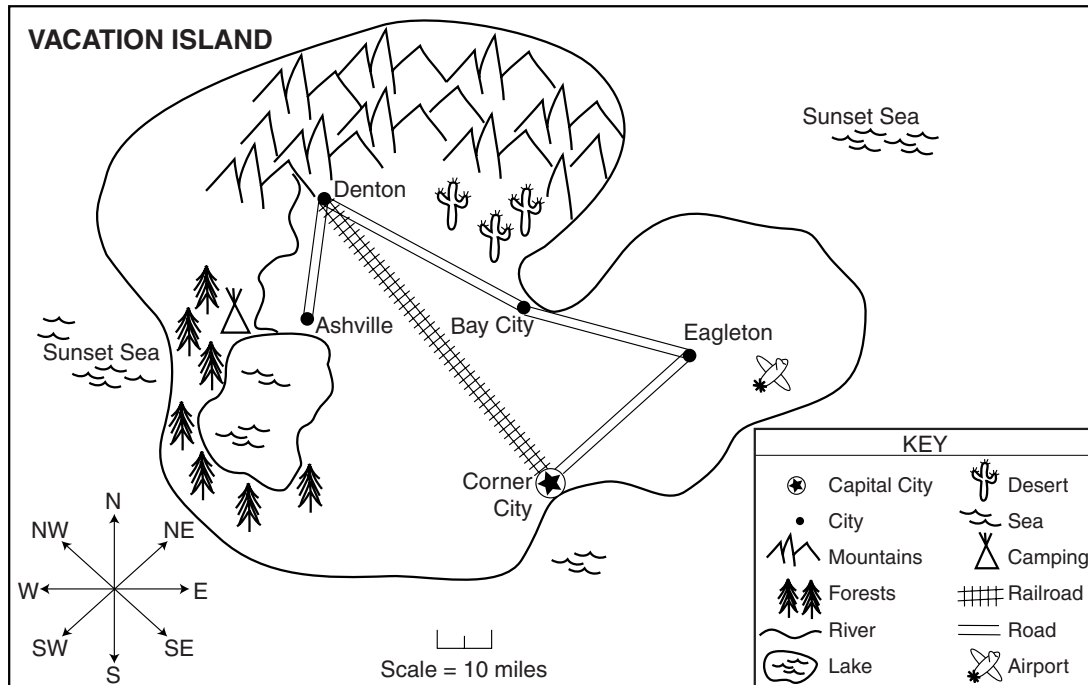
POINTS

3	<ul style="list-style-type: none"> • Agrees or disagrees with location of factory • Discusses both the economic needs for the factory (jobs for labor force, economic development) and the desire to protect the environment from effects of pollution • Provides two valid reasons for agreeing or disagreeing with location (e.g., distance from residences and sea/river to help protect environment; access to highways and railroad for transportation of goods; ease for workers commuting; or other plausible responses)
2	<ul style="list-style-type: none"> • Agrees or disagrees with location of factory • Discusses only one of the needs to be addressed, or discusses both but with only partial explanations or one valid reason to support or disagree with location choice • Contains some flaws in reasoning
1	<ul style="list-style-type: none"> • Agrees or disagrees with location of factory • Attempts to discuss only one of the needs to be considered in factory location • Reasons or explanations are not provided
0	<ul style="list-style-type: none"> • Not Scorable (see generic rubric on page 10)

GEOGRAPHY

Multiple-Choice Sample Test Questions 46GA*

Grades K-4



Directions: Refer to the VACATION ISLAND map to answer questions 22-30.

KNOWLEDGE #1, 2 and SKILL #1

22. Which two cities are seaport cities?

- ☐ (A) Ashville and Bay City
- ☐ (B) Bay City and Denton
- ☒ (C) Bay City and Corner City
- ☐ (D) Ashville and Corner City

23. Which city is located closest to the mountains?

- ☒ (A) Denton
- ☐ (B) Eagleton
- ☐ (C) Bay City
- ☐ (D) Ashville

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #1, 2 and SKILL #2

24. Which is the most direct form of transportation to travel from Denton to Corner City?

- ☐ Ⓐ boat
- ☒ Ⓑ train
- ☐ Ⓒ car
- ☐ Ⓓ airplane

KNOWLEDGE #2 and SKILL #1

25. Which two cities are approximately 40 miles apart?

- ☐ Ⓐ Ashville and Denton
- ☐ Ⓑ Ashville and Eagleton
- ☒ Ⓒ Bay City and Denton
- ☐ Ⓓ Denton and Corner City

KNOWLEDGE #2 and SKILL #1

26. Which city is in the western part of the island?

- ☒ Ⓐ Ashville
- ☐ Ⓑ Bay City
- ☐ Ⓒ Corner City
- ☐ Ⓓ Eagleton

KNOWLEDGE #2 and SKILL #2

27. Which activity could not be done in Ashville?

- ☐ (A) family camping
- ☐ (B) lake fishing
- ☐ (C) sailboating
- ☒ (D) mountain climbing

KNOWLEDGE #2 and SKILL #1

28. Which city is the center of government?

- ☐ (A) Ashville
- ☒ (B) Corner City
- ☐ (C) Denton
- ☐ (D) Bay City

KNOWLEDGE #2 and SKILL #1

29. In which city are the largest fishing and shipping industries likely to be located?

- ☐ (A) Ashville
- ☐ (B) Eagleton
- ☒ (C) Bay City
- ☐ (D) Denton

KNOWLEDGE #1, 2 and SKILL #1, 2

30. The most likely reason a city is not located directly east of Denton is because the land is

- ☐ Ⓐ by the harbor.
- ☐ Ⓑ in the forest.
- ☐ Ⓒ by the lake.
- ☒ Ⓓ in the desert.

KNOWLEDGE #3 and SKILL #5

31. The sandy beaches along New Jersey's eastern coastline have created jobs for people in what industry?

- ☒ Ⓐ tourism
- ☐ Ⓑ agriculture
- ☐ Ⓒ mining
- ☐ Ⓓ forestry

* [Note: See explanation of coding system on page 11]

KNOWLEDGE #1, 2, 3 and SKILL #2

32. New Jersey borders all of the following except

- ☐ (A) the state of New York.
- ☐ (B) the Delaware River.
- ☐ (C) the Atlantic Ocean.
- ☒ (D) the state of Connecticut.

KNOWLEDGE #1, 2, 3 and SKILL #2

33. Derrick and his family leave their home in Trenton, New Jersey and drive to Atlantic City, crossing through the Pinelands on the way. In what general direction do they travel?

- ☐ (A) northeast
- ☐ (B) northwest
- ☒ (C) southeast
- ☐ (D) southwest

* [Note: See explanation of coding system on page 11]

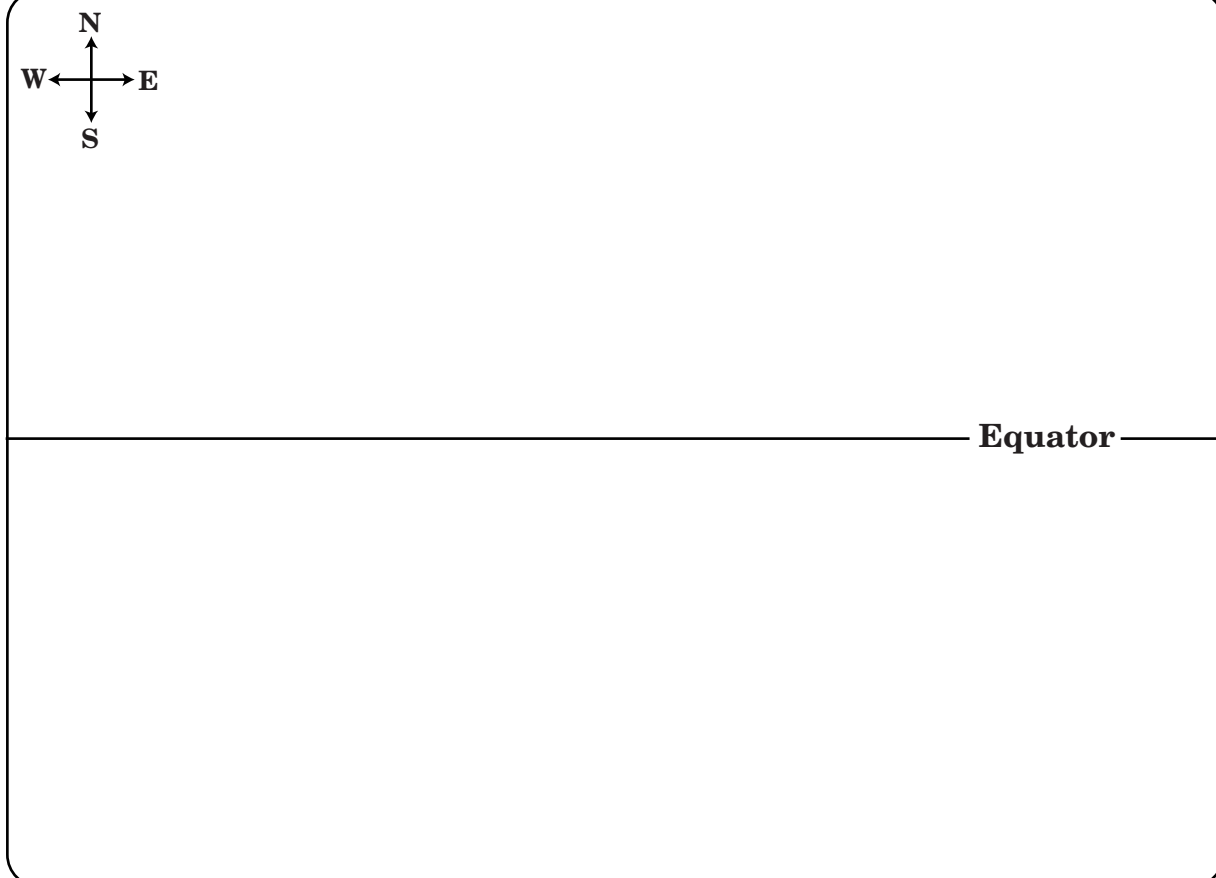
KNOWLEDGE #2 and SKILL #1

MAKING A WORLD MAP

34. Directions: On the blank space below, which has the equator and a compass rose labeled,

- **sketch ovals to roughly show the location of the seven continents and their relationship to each other; and**
- **label each continent and the four oceans correctly from the word bank below.**

Word Bank:	Africa	Europe
	Arctic Ocean	Indian Ocean
	Antarctica	North America
	Asia	Pacific Ocean
	Atlantic Ocean	South America
	Australia	

MAP OF THE WORLD

Scoring Rubric**Criteria: Student will**

- a) locate and label the continents in correct relation to each other; and
 b) correctly label the oceans in relation to the continents.

Points

		<p>Each of the following elements is worth 1 credit.</p> <p><u>Oceans</u></p> <ul style="list-style-type: none"> • Pacific must be between Americas and Asia. • Arctic must be in the northern hemisphere and in the upper 1/3 of the map. • Atlantic must be between the Americas and Europe/Africa. • Indian must be east of Africa. <p><u>Continents relationships</u></p> <ul style="list-style-type: none"> • Europe/Africa • North America/South America • Europe/Asia • Australia must be alone and in the southern hemisphere. • Antarctica must be alone and in the southern hemisphere. <p><u>Equator</u></p> <ul style="list-style-type: none"> • South America must have the equator running through it. • Africa must have the equator running through it.
3	All or most continents and oceans	9 – 11 elements
2	Some continents and oceans	5 – 8 elements
1	Few continents and oceans	1 – 4 elements
0	No response or not scorable (see generic rubric on page 10)	0 elements

KNOWLEDGE #1 and SKILL #1

35. Which of the following is a renewable resource?

- ☐ Ⓐ oil
- ☒ Ⓑ trees
- ☐ Ⓒ copper
- ☐ Ⓓ natural gas

KNOWLEDGE #1 and SKILL #1

36. An example of an essential natural resource people use every day is

- ☐ Ⓐ trees.
- ☐ Ⓑ oil.
- ☐ Ⓒ copper.
- ☒ Ⓓ water.

KNOWLEDGE #2 and SKILL #3





37. Hurricanes primarily affect people in which geographical area?

- ☐ Ⓐ mountainous regions
- ☐ Ⓑ desert areas
- ☐ Ⓒ inland plains
- ☒ Ⓓ coastal lowlands

* [Note: See explanation of coding system on page 11]

Directions: Refer to the American Indians Chart to answer questions 38-41.

American Indians Chart

Tribe	Inuit	Pueblo	Lakota	Lenape
Region	Arctic	Southwest	Plains	Eastern Woodlands
Food	whale seal fish walrus	berries seeds corn rabbit fruit nuts	buffalo fruit seeds	deer berries fish beans corn squash seeds
Shelter	igloo 	pueblo 	tepee 	longhouse 
Environment	snow-covered land tundra treeless plain	dry arid land with few trees	flat dry grasslands with few trees	heavily forested area many rivers
Tools & Technology	harpoon kayak sled fishing hooks made from bone	irrigation ditches grinding stones	bow arrow spear travois	bow arrow spear canoes

KNOWLEDGE #3 and SKILL #4

38. Why did the Southwest Indians use irrigation ditches for farming?

- The land was dry and arid.
- Ⓐ The land had many rivers.
- Ⓑ The land was heavily forested.
- Ⓒ The land was snow covered.

KNOWLEDGE #3 and SKILL #4

39. What do the foods of the Lenape people tell about their way of life?

- ☐ Ⓐ They fished for most of their food.
- ☐ Ⓑ They traded for most of their food.
- ☐ Ⓒ They hunted for most of their food.
- ☒ Ⓓ They used many methods to get their food.

KNOWLEDGE #2, 3 and SKILL #3, 4

40. Which tribe primarily used trees to build their homes?

- ☐ Ⓐ Lakota
- ☒ Ⓑ Lenape
- ☐ Ⓒ Inuit
- ☐ Ⓓ Pueblo

KNOWLEDGE #3 and SKILL #4

41. How did the daily life of the Lakota change when the buffalo nearly became extinct?

- ☐ Ⓐ They became fur traders.
- ☐ Ⓑ They began ocean fishing.
- ☒ Ⓒ They lost a source of food.
- ☐ Ⓓ They grew many crops.

APPENDIX A

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR SOCIAL STUDIES

- 6.1 All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
- 6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields.
- 6.3 All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.
- 6.4 All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.
- 6.5 All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.
- 6.6 All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.
- 6.7 All students will acquire geographical understanding by studying the world in spatial terms.
- 6.8 All students will acquire geographical understanding by studying human systems in geography.
- 6.9 All students will acquire geographical understanding by studying the environment and society.

APPENDIX B

RESOURCES

New Jersey State Department of Education. Core Curriculum Content Standards, 1996.

New Jersey State Department of Education. Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA) in Social Studies, 1999.

New Jersey State Department of Education. New Jersey Social Studies Curriculum Framework, 1999.

APPENDIX C

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